

Kentucky Department of Education
Science Adoption 2008-2014

Provided by the Publisher	ISBN - 9780030931178		Publisher - Holt, Rinehart and Winston, a division of Harcourt, Inc.	
	Holt Environmental Science, Student Edition and Interactive Online Edition with Live Ink Online Reading Help (contract length subscription)			
	Type - P2	Author - Karen Arms		
	Copyright - 2008	Edition - 2008	Readability -	9.7 with Technical Words
	Course - Earth/ Space; Biological Science and Unifying Concepts		Grade(s) -	9, 10, 11, 12
	Teacher Edition ISBN if applicable		9780030781377	
Provided by the Publisher				

Overall Recommendation:

☒ **Recommended as Basal**

Overall Strengths, Weaknesses, Comments:

Overall this appears to be a good text for an Environmental Science class. The text is well written and organized in a logical pattern and is interesting to the reader to use. Opportunities for application of the material and concepts are readily available and appear easy to use.

CRITERIA

This basal resource ...

A. Encompasses KY Content Standards & Grade Level Expectations	<input type="checkbox"/> Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input type="checkbox"/> Little or No Evidence
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☒ Text is designed to be used in an elective course outside the Program of Studies

1) Includes the 7 Big Ideas of science to the following extent:

- | | |
|---|---|
| a) Structure and Transformation of Matter | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input checked="" type="checkbox"/> N/A |
| b) Motion and Forces | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input checked="" type="checkbox"/> N/A |
| c) The Earth and the Universe | <input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| d) Unity and Diversity | <input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| e) Biological Change | <input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| f) Energy Transformation | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Little <input type="checkbox"/> N/A |
| g) Interdependence | <input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |

2) Addresses content-specific enduring understandings from the related Program of Studies standards.

☒ Strong ☐ Moderate ☐ Little ☐ N/A

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3) **Addresses content-specific skills and concepts from the related Program of Studies standards.** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

4) **Content addressed is current, relevant and non-trivial** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

5) **Provides opportunities for critical thinking/reasoning** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

6) **Strengths, Weaknesses, Comments:**

- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

Because this text specialized text it covers specific areas of the big ideas, not not the big ideas in totality. The areas it does cover are covered very well.

B. Functionality & Suitability

☒ **Strong Evidence**
☐ **Moderate Evidence**
☐ **Little or No Evidence**

1) **Suitability** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

2) **Content quality** ☐ Strong ☒ Moderate ☐ Little ☐ N/A

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community

3) **Connections to Literacy** ☒ Strong ☐ Moderate ☐ Little
Note: may apply to either student or teacher editions

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

4) **Connections to Technology** ☒ Strong ☐ Moderate ☐ Little

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

5) Support for Diverse Learners

☒ Strong ☐ Moderate ☐ Little

- Provides support for ESL students
 - Provides support for differentiation of instruction in diverse classrooms
- Note: may apply only to teacher edition*

6) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

This text seems to be very suitable for a diverse student population. Content quality appeared to be good except that an error was found in the teacher's edition on page 365 in the Biology Connection - in reference to methane production by ruminants, it indicates that pigs and horse are ruminants - this is not true. There are good connections to literacy and the directions on how to use them are outline in the teachers text - examples would include pre-reading activities, writing activities, identified key vocabulary and so on. The teachers edition also includes a specific section on meeting individual needs of needs which may prove helpful to the teacher and specific strategies are identified.

C. Supports Inquiry and Skill Development

☒ Strong Evidence
☐ Moderate Evidence
☐ Little or No Evidence

1) Promotes Inquiry, research and Application of Learning

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
 - Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
 - Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
 - Provides opportunities for application of learned concepts.
 - Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
 - Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.
- Note: may apply to either teacher or student edition*

2) Skill Development

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities to make sense of data
 - Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
 - Provides opportunities to examine a range of types of evidence
 - Contains embedded activities (or extensions) that emphasize use of technology for problem solving
- Note: may apply to either teacher or student edition*

3) Strengths, Weaknesses, Comments:

The book contains numerous opportunities for the students to practice and apply various inquiry skills. While some of the end of chapter review questions may need some adjustment in increase the level of cognitive input required, in general the question throughout the chapter and at the end of the chapter are sufficient. Added features such as society in the environment allow for authentic application of the information.

D. Supports Best Practices of Teaching and Learning

☐ Strong Evidence
☒ Moderate Evidence
☐ Little or No Evidence

1) Engages Students

☒ Strong ☐ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
 - Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
 - Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
 - Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
 - Activities are truly congruent to the concepts addressed, not merely correlated
- Note: may apply to either teacher or student edition*

2) Uses Assessment to Inform Instruction

☒ Strong ☐ Moderate ☐ Little

- Includes multiple means of assessment as an integral part of instruction
 - Provides evaluation measures in the teacher edition that supports differentiated learning activities
 - Embedded assessments reflect a variety of Depth of Knowledge levels
- Note: may apply to either teacher or student edition*

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

The content, being specific to environmental science, is quite geared towards the needs of the students. The text is engaging while using authentic situations for application. Activities included are congruent and consistent with the concepts being addressed in the text.

E. Has an Organization/ Format that Supports Learning and Teaching

☒ Strong Evidence
☐ Moderate Evidence
☐ Little or No Evidence

1) Organizational Quality

☒ Strong ☐ Moderate ☐ Little

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- Print and/or electronic materials present minimal barriers to learners
 - Presents chapters/lessons in an organized and logical sequence
 - Provides clearly stated objectives for each lesson.
 - Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
 - Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
 - Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
 - Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
 - Uses grade-appropriate type size
- Included media are durable, easy to use and have technical merit
- Construction appears to be durable and able to withstand normal use

2) Essential Components (beyond student and teacher text)

☐ Strong ☐ Moderate ☐ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

The text is well organized and makes strong use of illustrations, diagram, charts, table and so on. Their inclusion is timely and relevant in placement and visually appealing to the reader. The type size is grade appropriate. This is a true strength of this text.

F. Has available Ancillary/ Gratis Materials

Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F

☒ **Strong Evidence**
☐ **Moderate Evidence**
☐ **Little or No Evidence**

1) Ancillary/Gratis Materials

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

2) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

There are ample gratis/ancillary materials available for the text that will aid in teacher planning and organization as well as enhancing student learning.